



# The Communicator

## Title Programs & Services E-Newsletter

**Issue 15**

**November, 2009**

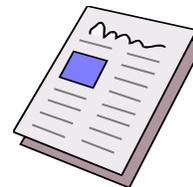
### Purpose of “The Communicator”

The Communicator is a monthly e-newsletter produced by the Title Programs and Services Team at the Kansas State Department of Education. The purpose of the e-newsletter is to provide information regarding: the implementation of No Child Left Behind in Kansas, Local Consolidated Programs, Service Learning, AmeriCorps and upcoming deadlines and events. Schools and districts will be notified of the e-newsletter around the first of the month and it will be posted on the Title Programs and Services website.



### Great 21<sup>st</sup> CCLC News!!!

KSDE will be sponsoring a new 21<sup>st</sup> Century Community Learning Centers Grant competition this winter. Kansas is required to make awards only to applicants that will primarily serve students who attend schools where at least 40% of the students qualify to receive free or reduced-cost meals. An informational phone call will take place on December 8<sup>th</sup> at 11 a.m. Please register for this call by emailing Margaret Krogmann at [mkrogmann@ksde.org](mailto:mkrogmann@ksde.org). The conference call specifics will be given at registration.



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### Title IIA

Letters regarding “Highly Qualified Teachers” (HQ) status for the 2008-2009 school year will be mailed to the superintendent and the Local Consolidated Plan (LCP) contact the week of November 2nd. Please look over the number of sections of non highly qualified teachers to check its accuracy. As districts submit their Staff Assignment Report (SAR) report for the fall, please be conscious of who is appearing under the non highly qualified column and be proactive to help them become HQ before the report closes in late winter.

Kansas' plan on the equitable distribution of teachers has been posted. Take a look and see the action steps and strategies Kansas plans to take to ensure there is a highly qualified teacher in each and every classroom, particularly in high poverty and high minority schools. It can be found at: <http://www.ksde.org/Default.aspx?tabid=3579>.

### Expected Gain Formula – What Is It?

The Quality Performance Accreditation (QPA) regulations identify two ways a school can meet performance criteria: Meeting or exceeding the proficiency targets and demonstrating an overall increase in student achievement, also known as the “Expected Gain Formula.” The simplest way to explain the formula is that the formula is a “growth model” that Kansas has adapted for accreditation purposes. The actual formula is a variation of the formula used for “Safe Harbor” in Title I Adequate Yearly Progress (AYP).

With the Expected Gain Formula a school looks at the “increased overall student achievement by a percentage prescribed by the state board.” To meet the formula a school must:

1. Demonstrate that every student group not meeting performance targets has increased the percentage of students meeting the target the following year, and
2. Meet the expected gain in the all student group.

Schools and their governing organizations can choose to use expected gain when they do not make performance targets for one or more years in the areas of Reading, Mathematics, Science, History/Government, and/or Writing. The use of the Expected Gain Formula is optional and only applies to Kansas Quality Performance Accreditation (QPA). Expected Gain does not apply to Title I Improvement status for No Child Left Behind (NCLB).

For more information and details, refer to the fact sheet for the “Expected Gain Formula” found on the KSDE website, under State and Federal Programs. If you have further questions or need assistance, contact: Teresa L. White, at [twhite@ksde.org](mailto:twhite@ksde.org) or 785-296-7884.



## Graduation Rate and Drop Out Early Warning Signals

Kansas State Department of Education has been working with the U.S. Department of Education to change the calculation of the graduation rate. We will be moving to a different formula which will track students and subgroups in cohorts. More will be coming to the field on this in near future.

At the Kansas Dropout Prevention Summit on Tuesday, October 20, 2009, Martha Abele Mac Iver from Johns Hopkins University, Center for Social Organization of Schools discussed early warning signals for drop outs. These four data points in any combination for all students should be constantly monitored and interventions put into place once a school notices a problems. These are important at elementary, middle and high school levels:

1. **ATTENDANCE:** Did the child miss more than 10 days last year? Are they on track to possibly miss 10 days or more for the current year?
2. **FAILED OR FAILING MATH:** Did the child fail math last year? Are they failing math this year?
3. **FAILED OR FAILING READING/ENGLISH:** Did the child fail reading or English last year? Are they failing reading or English this year?
4. **READING LEVEL:** What is the child's reading level? Is it below grade level?
5. **SUSPENSION OR EXPULSION:** Was the child suspended or expelled last year? Have they been suspended or expelled this year?

What is your school or district doing to identify students that may have a potential to drop out? What interventions do you have in place to help these students? How would the Multi-tier System of Support work to help prevent dropouts?

## SCHOOLWIDE PROGRAM – THE BASICS AND BENEFITS:

The purpose of Title I Schoolwide Programs is to enable schools with high concentrations of poverty to utilize their many funding sources to provide a comprehensive educational program for all of their children. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Title I schools may operate a schoolwide program if at least 40% of the children enrolled in the school or residing in the school attendance area are from low-income families, or if an Ed-Flex waiver has been granted from the Kansas State Department of Education.

In Title I Targeted Assisted schools, only certain children get Title I help. But a growing number of schools that qualify are turning to schoolwide programs. That's because the Title I money can be used to improve the whole school – and that's good for every student! A Schoolwide Program offers several benefits: (1) High Standards for All Students: In a schoolwide program, all students are held to the same high standards. (2) Improved programs: Schoolwide Title I programs allow schools to offer more services to help students in the classroom and additional teachers and other school support staff. (3) Parent Involvement: Schoolwide programs count on parent support. All parents are invited to help plan and take part in their school's program. (4) Equal Treatment: Students don't have to get pulled from class to get Title I services. Because the whole school is getting the services, students are less likely to feel singled out. (5) More Ways to Use Resources: A schoolwide program has more freedom in how it can use resources. For example, Title I money may be combined with other sources of money to help pay for school programs. Federal guidelines require a Comprehensive Needs Assessment, a Comprehensive Schoolwide Plan, and an Annual Evaluation of the Plan's Outcomes and Implementation for each implemented Schoolwide Program.

More information about Title I Schoolwide can be found on the Kansas State Department of Education web site at: <http://www.ksde.org/Default.aspx?tabid=404>. For information or questions about Schoolwide, contact Laura Jones at [ljones@ksde.org](mailto:ljones@ksde.org) or 785-296-3164.

## Non Public schools

The following link is to a toolkit titled "Ensuring Equitable Services to Private School Children: A Title I Resources Tool Kit".  
<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

## Homeless

National Association for the Education of Homeless Children and Youth (NAECHY) National Conference which is in Denver, Colorado from November 13-17 has reached registrant capacity and registrations are no longer being accepted.



## Migrant Education



The Kansas State Migrant Education Program is taking the next step in bringing more technology to the program.

Beginning in early December, the Certificate of Eligibility (COE) will be available to program recruiters electronically. The COE is the document that officially verifies a family is eligible for migrant program services. This technology will allow recruiters to complete the COE in the field as they interview a family. This will also greatly improve the process of recruiting a migrant family and expedite the collection of required data on migrant children as well as eliminate a great deal of paperwork. We look forward to beginning this long awaited improvement to Kansas Migrant Education. We hope to announce very soon details on COE training.

As we look forward to the new technology involving the Certificate of Eligibility, we would like to announce improvements to the Kansas Migrant Student Network (KMSN). The KMSN is the Kansas Migrant Program database for maintaining data on eligible migrant children. The new system known simply as the Migrant System has been restructured using current technology. We hope to have the Migrant System available in early December.

## Homeless

For the KIDS system, all public schools must submit TITL records for all homeless students who are enrolled at anytime between the first day of school and December 1. Districts may submit all of their students to TITL or only the students who were considered homeless.

## Title I Neglected and Delinquent Programs



### What is the purpose of Title I Part A Neglected programs?

- The purpose is to support eligible neglected facilities that provide the majority of its educational services within the local school district for students.
- The students who reside in eligible neglected facilities are placed there by the courts due to abandonment, abuse, or parental neglect.

### What is the purpose of Title I Part D Delinquent programs?

- The purpose is to provide education and training for students who are residents within a State or local secured (or unsecured) detention center or facility.
- The students who reside in eligible delinquent facilities are placed there by the courts due to adjudication or pre-adjudication in a criminal or civil court case.

### Who is eligible to receive Title I Parts A & D Neglected and Delinquent funds?

- State and local facilities that are licensed for neglected, abused, abandoned, and/or adjudicated/pre-adjudicated youths who are residents between the ages of 5-17 (in a juvenile facility) or up to age 20 (in an adult correctional facility).
- Kansas facility examples: (State Agency) Department of Corrections placement (i.e., *Hutchinson Correctional Facility*), (State Agency) Juvenile Justice Authority placements (i.e., *Lawrence Gardner High School*, *Larned Juvenile Correctional Facility*), and local district facilities (i.e., *Reno County Youth Services*, *Shawnee County Juvenile Detention*, *Trego County Secure Care*, *Wichita's Children's Home*, etc).

### How does a district qualify to receive Title I Parts A (Neglected) and D (Delinquent) funds?

- During the month of October, neglected and delinquent facilities record student enrollment figures and submit the count in November to the Kansas State Department of Education. The student enrollment count generates Title I Parts A (Neglected) and D (Delinquent) funding for the State of Kansas and eligible facilities each year.

### How many neglected and delinquent students are served across Kansas?

- For the 2009-2010 school year:
  - ◇ Kansas local districts are utilizing Title I funds to provide supplemental educational opportunities for approximately 2566 students throughout 18 neglected and 26 delinquent facilities.
  - ◇ Kansas *State Agency* facilities are utilizing Title I funds to support approximately 425 students across its three sites.

### Who should a district contact for more information concerning neglected and delinquent programs?

- If your district has never submitted a *Title I Neglected and/or Delinquent Annual Survey Count* form in the past and has neglected and/or delinquent facilities within its boundaries that may fit the eligibility criteria listed above, please contact LaNetra Guess by email or phone at [Lguess@ksde.org](mailto:Lguess@ksde.org) or 785-296-8965 by November 4<sup>th</sup>.

## INTENT TO BECOME SCHOOLWIDE TRAINING WORKSHOP

For schools that have submitted an Intent to Become Schoolwide for 2010-2011, the final training workshop for this school year is scheduled for November 12, 2009. The training is being held at the Holiday Inn Holidome at 605 SW Fairlawn Road in Topeka. Registration is from 8:30 to 9:00 and the workshop is from 9:00 to 3:30. Registration for the workshop can be accessed at <http://conferences.ksde.org/default.aspx?tabid=2787>. Questions about registration can be directed to **Margaret Krogmann** at [mkrogmann@ksde.org](mailto:mkrogmann@ksde.org) or by calling 785-296-5188.

The training will:

- Clarify what it means to be a Schoolwide;
- Explain what is involved in a year of planning;
- Introduce the planning template;
- Address questions.

**It is recommended that the school planning team attend the training together.** A suggested school planning team includes: a parent or community member, a Title I teacher or coordinator, a staff member, a principal, and a district representative. *NOTE: Portions of the training will utilize the internet. It will be helpful for each team to bring at least one laptop to the training.*

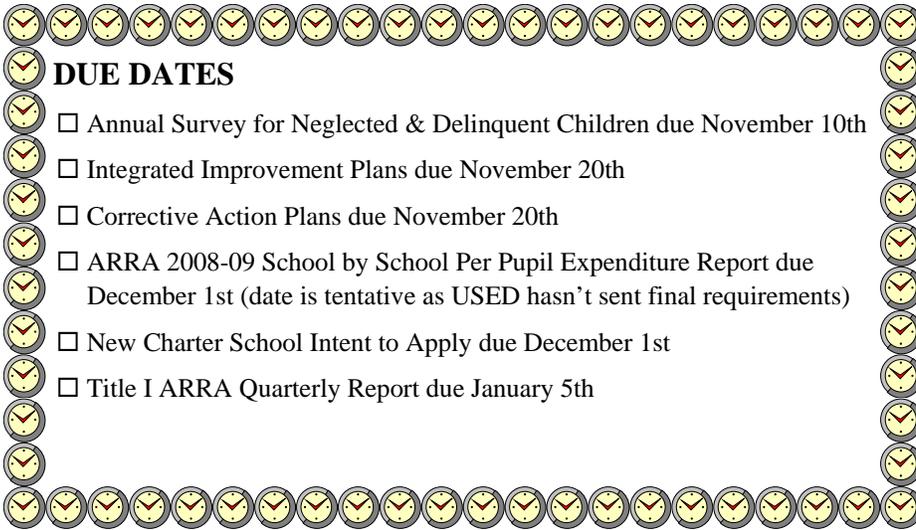
For more information or questions about Schoolwide, contact Laura Jones at [ljones@ksde.org](mailto:ljones@ksde.org) or 785-296-3164



## New Charter School Status Petitions for 2010-2011 are Available

The first step in becoming a Charter School is to submit the intent to apply by December 1, 2009 to KSDE. The intent form and the application/petition are available on the KSDE website at: <http://www.ksde.org/Default.aspx?tabid=449>. Complete details of the application process and the timeline are included on the application/petition form. Charter Grant federal funding is not available at this time.

For questions about the petition process please contact Cherie Nicholson at [cnicholson@ksde.org](mailto:cnicholson@ksde.org) or 785-368-7356.



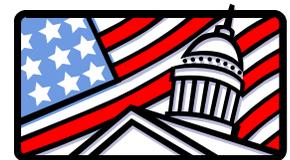
## DUE DATES

- Annual Survey for Neglected & Delinquent Children due November 10th
- Integrated Improvement Plans due November 20th
- Corrective Action Plans due November 20th
- ARRA 2008-09 School by School Per Pupil Expenditure Report due December 1st (date is tentative as USED hasn't sent final requirements)
- New Charter School Intent to Apply due December 1st
- Title I ARRA Quarterly Report due January 5th

## Title I Numbers

Do you know how many children in Kansas received Title I services in 2008-2009? Over 106,000 students benefited from Title I. Of these, approximately 16,000 were served in Targeted Assistance Schools and 90,000 in Title I schoolwide schools and 1800 in private schools. There were 657 Title I schools in 2008-2009; every district received Title I funds. There were 439 Title I teachers and 229 Title I paraprofessionals in Targeted Assistance Schools.

## National Title I Conference—Register Now!



Join us in Washington, DC for the National Title I Conference *Capitalize Student Achievement* January 21-24, 2010. Help us recognize and celebrate two Kansas Title I Distinguished Schools. The National Title I Conference is the premiere event for individuals working in and with Title I programs. The Conference is a good fit for anyone associated with Title I and appeals to a wide variety of audiences: district staff, school building staff, state department of education staff, researchers, university teacher trainers, policy analysts, and foundation staff.

The 2010 National Title I Conference will take full advantage of its location in Washington, DC with numerous speakers from the administration, Congress, and the wide array of policy organizations located in the nation's capital. Sessions will focus on three primary themes:

- Capitalize Instruction for All Students
- Capitalize Leadership for School Improvement
- Capitalize Policy for Improved Student Achievement



The four-day conference provides the opportunity to experience more than a hundred sessions offered by recognized experts and new voices in education theory, practice, and reform. In addition, attendees will share experiences and learn from colleagues; participants will take home practical information and be the first to hear about what Title I will look like in the coming months.

Information regarding agenda, registration, lodging and much more is posted at [www.nationaltitleconference.com](http://www.nationaltitleconference.com). The Title I Conference is an appropriate use of Title I funds.



## ELL Best Practices



Best practice tells us that English Language Learners (ELLs) should receive at least an hour of specialized instruction per day that focuses on English language acquisition. The amount of time varies, however, depending on the individual student, their circumstances, and how close they are to fluency. When writing Individual Learning Plans (ILPs) for ELLs, keep in mind that the instruction they receive should be based on what their assessment results and classroom observations show they struggle with most. The English Language Skill Area Checklist found at <http://www.ksde.org/Default.aspx?tabid=362> can be used as a guide for determining when students have met goals outlined in the ILP and which areas they still struggle with.

For English Speakers of other Languages (ESOL) endorsed teachers writing Individual Learning Plans for students working with a paraprofessional (para), it is important to remember that an endorsed teacher can supervise at most five paras. ESOL endorsed teachers are required to be in close proximity to paras, and have documented frequent (weekly) and productive meetings with each para they supervise. Meeting notes should include information about whether students are succeeding with the lesson plans as written and which areas they seem to be having difficulty with. More information on this can be found in the "Criteria for ESOL Services and State ESOL Bilingual Funding" document located at <http://www.ksde.org/Default.aspx?tabid=359>. The English Language Skill Area Checklist mentioned above may be useful in documenting mastery of particular skills or determining areas of needed continued support.

For questions about English Language Acquisition or English Language Learners, please contact Melanie Manares at [mmanares@ksde.org](mailto:mmanares@ksde.org) or 785-296-7929, or visit the ESOL webpage at <http://www.ksde.org/Default.aspx?tabid=350>.

## MC3 ELL Webinar Series

### Serving English Language Learners with Exceptional Needs 1 & 2

December 2<sup>nd</sup> and December 10<sup>th</sup>, 2009

Each webinar session will begin at 10 a.m.



The current context of grade level standards-based reform has prioritized the educational success for all students, including those with limited English proficiency who also have exceptional needs. As members of our schools, English Language Learners (ELLs) have the right to participate in the educational programs that are offered to all students. English Language Learners (ELLs) with exceptional needs fall within multiple educational programs, however, an over and or under-representation of these children in specific programs is found throughout the nation (Bedore & Peña, 2008).

Distinguishing between second language acquisition processes and possible learning disabilities is a complex task, as it also is the identification of outstanding talents. The Mid-Continent Comprehensive Center will be presenting a series of two webinars that include updated research based information on how to identify, assess, provide services and monitor results for this growing group, while at the same time providing important information about cultural differences that influence students' behaviors.

Information about how to access the webinars will be provided at a later date via the ESL Listserv – **Questions?** Contact Melanie Manares at [mmanares@ksde.org](mailto:mmanares@ksde.org) or 785-296-7929.

### Understanding the Specific Needs of Children At-Risk 1 & 2

January 6<sup>th</sup> and January 14<sup>th</sup>, 2010

Each webinar session will begin at 10 a.m.

These are difficult times for educators. Outside factors put a lot of pressure on teachers, such as high-stakes testing, preoccupied or uninvolved parents, influences of unsafe environments so on and so forth. The diverse population that is found in today's schools include not only children coming from homes where they speak a language other than English, but also children coming from mobile, homeless, neglected or abused environments, disrupted families. Many of these children also come from low socio-economic status, perform at low levels and are at-risk of academic failure and potential drops-out (Mendler, 2002).

Identifying common characteristics of these populations and understanding the important role that the affective domain has in their cognitive development will result in a better understanding in how to provide instruction to these children in a more effective way. MC3 will be presenting a series of two webinars based on scientifically based research that include behavior and performance patterns of different at-risk student groups as well strategies and suggestions for responsive pedagogy for practitioners.

Information about how to access the webinars will be provided at a later date via the ESL Listserv – **Questions?** Contact Melanie Manares at [mmanares@ksde.org](mailto:mmanares@ksde.org) or 785-296-7929.

## Student Achievement Increasing

Student achievement results on the state assessments were released at the October Kansas State Board of Education meeting. Results continue to increase! Over 263,500 reading tests were taken by students and over 265,700 mathematics tests in 2008-2009. The tables below show the percentage of students whose results were in the top three performance levels on the state assessments: Meets Standard, Exceeds Standard and Exemplary.

### Reading – Student Achievement by Grade

Percentage of student achievement in the top three performance levels		
	2008	2009
3 <sup>rd</sup> Grade	83.6%	85.1%
4 <sup>th</sup> Grade	86.4%	87.2%
5 <sup>th</sup> Grade	83.8%	84.4%
6 <sup>th</sup> Grade	85.1%	86.4%
7 <sup>th</sup> Grade	85.8%	87.7%
8 <sup>th</sup> Grade	82.4%	84.6%
High School	81.4%	84.3%

### Math – Student Achievement by Grade

Percentage of student achievement in the top three performance levels		
	2008	2009
3 <sup>rd</sup> Grade	86.2%	87.8%
4 <sup>th</sup> Grade	86.1%	86.6%
5 <sup>th</sup> Grade	86.5%	86.7%
6 <sup>th</sup> Grade	81.8%	82.8%
7 <sup>th</sup> Grade	77.9%	79.8%
8 <sup>th</sup> Grade	74.0%	77.2%
High School	75.0%	78.2%



## Wichita Public Schools GRASPs a Unique Opportunity!

As might be expected in an urban school district, chronically unfilled teaching positions and finding highly qualified Para educators have been challenges for Wichita Public Schools (WPS) but the district has found a unique way to help address the shortage. 24 AmeriCorps members from the GRASP program academically assist students in 12 Title I schools by providing tutoring and mentoring in small groups or one-on-one. Members, under the supervision of a certified teacher, provide services to students with special needs and students who have been identified as needing intervention in math and/or reading. The program meets the expressed need of teachers to have additional support when students with disabilities are mainstreamed into regular education classrooms. It also addresses the teacher shortage by certifying members as highly qualified Paraprofessionals and encouraging them to continue their education and become teachers.

AmeriCorps GRASP members are provided with weekly training and professional development workshops from school district personnel, local colleges and presenters from other organizations and groups. The WPS special education department provides the members with ongoing training on classroom management and how to assist the teacher in the classroom. GRASP has also developed a partnership with Accessible Arts Inc, who provides the members with extensive training on Universal Design and working with children with disabilities. At the completion of the program, GRASP members take the ParaPro assessment and meet the requirements of being a highly qualified Paraprofessional. Several of the members have also been selected to be in the Grow Your Own Teacher Program (GYOT). The GYOT program assists the members in continuing their education to become teachers.

AmeriCorps is a federal program funded by the Corporation for National and Community Service and administered by the Kansas Volunteer Commission/Kansas State Department of Education. The purpose of AmeriCorps is to engage members in direct service and capacity-building to address unmet community needs. Local programs design service activities for a team of members serving full- or part-time for one year or during the summer. Members receive a monthly living allowance, education award, health insurance, student loan deferment and interest paid for qualifying student loans, and childcare reimbursement. The AmeriCorps Kansas Request for Proposal is available online at [www.kanserve.org](http://www.kanserve.org). For more information contact Shelby Hoytal at [shoytal@ksde.org](mailto:shoytal@ksde.org) or 785-368-6207.



## What Are These STAT and ETAT?

According to Quality Performance Accreditation (QPA) regulation (KAR 91-31-32(c)), all schools will have an External Technical Assistance Team (ETAT). Schools accredited on improvement or conditionally accredited will have a state technical assistance team (STAT) as per KAR 91-31-31(n) "State technical assistance team" means a group of persons retained by a district and appointed by the state department of education to assist schools in meeting the performance and quality criteria established by the state board of education. Schools on improvement for Title I will develop a STAT team that complies with No Child Left Behind requirements.

“(A) COMPOSITION – NCLB requires that schools on improvement for Title I have school support teams. Each support team shall be composed of persons knowledgeable about scientifically based research and practice on teaching and learning, about successful school-wide projects, school reform, and/or improving educational opportunities for low achieving students. Team members should include educators with expertise in the content areas and school improvement.

External Technical Assistance Team (ETAT):

- Members cannot be affiliated with the school (not even as itinerant personnel)
- ETAT members may be affiliated with the district
- The school determines the number of on-site visits made by ETAT
- There is no set number of members



State Technical Assistance Team (STAT):

- Membership of the STAT is based on district and school recommendations. One STAT can serve multiple schools in a district
- If a school is on improvement for QPA, at least two individuals with expertise in the area(s) needing improvement need to serve on the team

Title I need one or more of the following:

- Highly qualified or distinguished teachers and principals
- Pupil services personnel
- Parents
- Representatives of Institutions of Higher Education
- Representatives of regional educational laboratories or comprehensive regional technical
- Representatives of outside consultant groups



assistance centers

If a school is affiliated with North Central Association (NCA), the NCA visiting team may be used as the STAT and/or ETAT if that team meets the appropriate membership and requirements for QPA and/or Title I.

The QPA & STAT Fact Sheets summarize information from the QPA Manual. The fact sheets and the QPA Manual are located on the KSDE website. You may also contact Teresa L. White for further assistance at: [twhite@ksde.org](mailto:twhite@ksde.org) or 785-296-7884.

## SCHOOLWIDE PROGRAM -WEBINARS

For schools that have submitted an Intent to Become Schoolwide for 2010-2011, a series of training/discussion webinars have been scheduled. Schools are invited to join the webinar discussions to ask questions and share experiences throughout the year of planning for Schoolwide.

For information or questions about Schoolwide, contact Laura Jones at [ljones@ksde.org](mailto:ljones@ksde.org). or 785-296-3164.

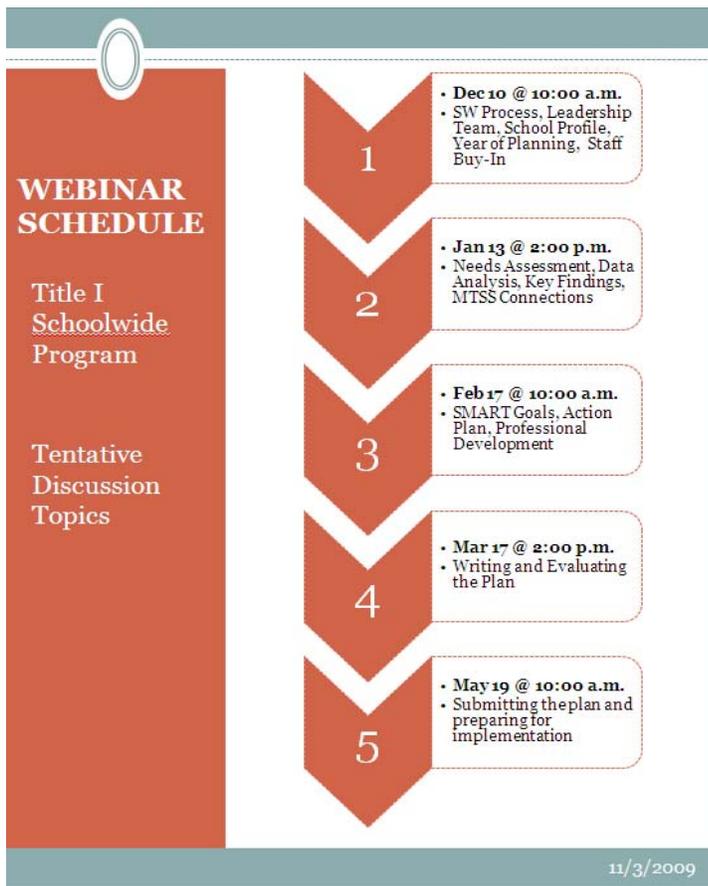
### Peer Reviews

#### On Improvement Years 1 & 2:

- Tuesday, **November 10, Salina**, Webster Conference Center, 2601 N Ohio, Salina, KS

#### Corrective Action:

- Thursday, **November 12, Haysville**, Learning Center, 150 Stewart, Haysville, KS.
- Friday, **November 13, Topeka**, KASB, 1420 SW Arrowhead, Topeka, KS.



## On Watch Training

“On Watch” training is intended for schools and districts that have not made Adequate Yearly Progress (AYP) for one year in either reading or mathematics or have not met the quality criteria or performance requirements for Quality Performance Accreditation (QPA). The intended purpose of the training is to provide training and support for schools and districts in their understanding and use of the Kansas Improvement Model and Process and provides resources to prevent movement to an “On Improvement” status for QPA or for Title I NCLB. Goals of the training include understanding the meaning of “On Watch”; QPA and Title I accountability requirements; the KS School Improvement Model and Process; the components of an Integrated Improvement Plan; and, gaining an awareness of the KS Improvement Notebook and other resource documents available to districts and schools “On Watch”. Service Center recognized Trainers play a pivotal role in ensuring this reality as part of our statewide system of support for Kansas districts and schools.

### On Watch Training Schedule

Service Center	Trainer Names	Training Date(s)	Location
ESSDACK	Deb Haneke Glenn Wiebe	11/4/09	ESSDACK office – Hutchinson
		11/11/09	Great Bend site
SWPRSC	Kelly Gillespie Carol Panzer	10/28/09	SWPRSC
		11/10/09	SWPRSC
		10/20/09	NKESC
		11/19/09	NKESC
Greenbush	Barb Attivo Terri Kimball	11/09/09	Forbes Field – Topeka
		11/10/09	Greenbush
Smoky Hill Education Service Center	Darla Smith Rachel Loersch	10/14/09	Hays site
		10/15/09	Salina site
		11/05/09	Hays site
		11/06/09	Salina site
Keystone Learning Center	Mark McBeth Jo Dennett	10/23/09	Keystone Learning Center –
		11/19/09	LeCompton Same site
Service Center at Clearwater	Shirley Farmer DeAnne Heersche	10/15/09	Service Center at Clearwater

For questions regarding the On Watch training, please contact one of the trainers within your service center.

## CALENDAR OF EVENTS



### November 4-5

McREL What Works in Mathematics: Math Strategies for School on Improvement, Lee Richardson Zoo, Garden City, KS. Register at: <http://conferences.ksde.org/Default.aspx?tabid=2972>

### November 5-6

Classroom Instruction That Works with English Language Learners, Midtown Community Resource Center, Wichita, KS. Register at: <http://conferences.ksde.org/Default.aspx?tabid=2973>

### November 9-10

Kansas Academic Reading Conference, Courtyard by Marriott, Junction City, KS

### November 10

On Improvement Years 1 & 2 Peer Review, various locations: <http://conferences.ksde.org/Default.aspx?tabid=2980>

### November 12th

Intent to Become Schoolwide Training Workshop, Holiday Inn Holidome, Topeka, KS. Register at: <http://conferences.ksde.org/default.aspx?tabid=2787>

### November 12-13

Corrective Action Peer Review, Salina, KS. Register at: <http://conferences.ksde.org/Default.aspx?tabid=2979>

### November 13-17

NAECHY National Association for the Education of Homeless Children and Youth National Conference, Denver, CO.

### November 18-19

McREL What Works in Mathematics: Math Strategies for School on Improvement, Ramada Inn, Topeka, KS. Register at: <http://conferences.ksde.org/Default.aspx?tabid=2972>

### December 2 and 10

Serving English Language Learners with Exceptional Needs 1 & 2 Webinar

### December 10th

Schoolwide Program Webinar

### January 6 and 14

Understanding the Specific Needs of Children At-Risk 1 & 2 Webinar

### January 21-24

2010 National Title I Conference, Washington, DC. Information regarding registration, hotels, speakers, agenda and Title I Distinguished Schools is available at <http://www.nationaltitleiconference.com>

### For questions regarding “The Communicator” E-Newsletter, contact:

Dr. Julie Ford, 785-368-7274, [jford@ksde.org](mailto:jford@ksde.org)

(or)

Dee Lewis, 785-296-3069, [dlewis@ksde.org](mailto:dlewis@ksde.org)

<http://www.ksde.org/Default.aspx?tabid=121>



### An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel  
120 SE 10th Ave.  
Topeka, KS 66612  
785-296-3201